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| **Name:** | Karen Martin | **School:** | JCHS |
| **Subject:** | Coordinate Algebra Unit 2 Week 3 | **Week of:** |  |

Jasper County Schools • Secondary Lesson Plan Template

| **Day of the Week:** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| --- | --- | --- | --- | --- | --- |
| **Standards**  **GPS/CCGPS**  **ISTE NETS-S** | A-REI.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. | A-REI.6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables | • A-REI.5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. | • A-REI.5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. | • A-REI.5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.• |
| **Essential Question**  *Wiggins and McTighe define essential questions as “questions that are not answerable with finality in a brief sentence… Their aim is to stimulate thought, to provoke inquiry, and to spark more questions — including thoughtful student questions — not just pat answers” (106)* | How do you represent an inequality? | How do you identify the solution to a system of inequalities? | How can you solve a system of equations using multiple approaches? | How can you solve a system of equations using multiple approaches? | How do you solve a system by graphing? |
| **Opening**  *The opening is the “hook ‘n link” component of the lesson. It should provide a “hook” to motivate and a “link” to prior knowledge for students. This activating strategy must support the skill being taught in the lesson. It should align with both the essential question and the comprehension skill.* | Combining Inequalities assessment task follow their plan  Random Groups |  | Use Geogebra to graph 2 equations and find the point of intersection | Use Geogebra to graph 2 equations and find the point of intersection | Use playing cards to partner students Give each pair a set of equations to graph and solve using Geogebra or a graphing calculator |
| **Work Session**  *Examples could include guided lecture, demonstration lecture, collaborative pairs, graphic organizers, games, writing etc.* | oDefining Regions using inequalities MAP Task | Defining Regions using inequalities MAP Task | StATE TASKsolving systems algebraically | StATE TASKsolving systems algebraically | Active learning lesson 4.1 |
| **Closing**  *3-2-1, jigsaw, ticket out the door, cheat notes, retelling, journaling, etc.* | Debrief | Write your teacher an email on the topic"What I thought I learned today?" | Complete chklst | Complete chklst and submit to teacher for discussion | Complete the acrostic for "systems' |
| **TIERED LESSON**  **This lesson is differentiated in (check):**  **According to (check:** | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning |
| **Tier 1** |  |  |  |  |  |
| **Tier 2** |  |  |  |  |  |
| **Tier 3 (if applicable)** |  |  |  |  |  |
| **Assessment (formative)** | hw |  | hw | student checklist |  |
| **Assessment (summative, if applicable)** |  |  |  |  |  |
| **Rigor** | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create |
| **Thinking Maps** | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble |
| **Homework** | p 403 systemsof equations wrkht |  | p594 systems of equaitons and inequalities |  |  |
| **Resources** |  |  | Geogebra | Geogebra |  |

\*\*Each component of this plan may or may not be used every day/week.